



USAID/Education for Marginalized Children in Kenya (EMACK)

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ACRONYMS

AKF	Aga Khan Foundation
AKF,CHD	Aga Khan Foundation Community Health Department
AIR	American Institutes for Research
APDK	Association for the Physically Disabled of Kenya
CBO	Community Based Organization
COP	Chief of Party
COPDEC	Coalition for the Promotion and Development of the Child in the Coast Region
CRP	Community Resource Person
CRSP	Coastal Rural Support Program
CRT	Community Resource Team
CTC	Child-to-Child
DICECE	District Center for Early Childhood Education
DSG	District Steering Group
EARS	Education Assessment Resource Services
ECD	Early Childhood Development
EFA	Education for All
EMACK	Education for Marginalized Children in Kenya
GoK	Government of Kenya
IGA	Income Generating Activity
KENSIP	Kenya School Improvement Project
KISE	Kenya Institute of Special Education
LOU	Letter of Understanding
MEO	Municipal Education Officer
MGD	Millennium Development Goal
MOEST	Ministry of Education, Science and Technology
MoCSS	Ministry of Culture and Social Services
MoH	Ministry of Health
MRC	Madrassa Resource Center
MTE	Mid-Term Evaluation
NEP	North Eastern Province
NGO	Non-Governmental Organization
NOHA	Nomadic Heritage Aid
OVC	Orphans and Vulnerable Children
PDE	Provincial Director of Education
PDO	Pastoralist Development Organization
PMP	Project Monitoring Plan
PS	Permanent Secretary
PYGI	Pastoralist Young Girls Initiative
SDP	School Development Plan
SNE	Special Needs Education
SMC	School Management Committee
TAC	Teacher Advisory Center
TOR	Terms of Reference
UPE	Universal Primary Education
USAID	United States Agency for International Development

I. PREAMBLE

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II. EXECUTIVE SUMMARY

This quarter marked the end of the first year of EMACK activities. The mid-term evaluation has been scheduled for September and recruitment for the evaluation team is presently underway. This quarter, the Chiefs of Party (COPs), Field Coordinator for Coast Province and Education Specialist for Coast Province all left the project; all positions, with the exception of the Education Specialist, have been filled. Interviews for the Education Specialist position will be concluded in the first week of August.

Coast Province

This quarter, EMACK interventions in the Coast Province continued as planned. The impact of previous interventions and their follow-up and past and continuing initiatives were examined.

Highlights from the quarter include:

- Participation by 2,327 parents and community members in parent meetings, education planning sessions and community awareness campaigns.
- Training for 207 School Management Committee (SMC) members from 71 schools in school management and small grants administration.
- Introduction of feeding programs and growth monitoring in 15 pre-schools.

- Provision of 18 small grants to support school infrastructure and playgroup equipment, bringing EMACK small grants awarded to date to 44.
- Award of Heroes and Heroines Certificates of Excellence and learning materials to six outstanding pre-school and primary school teachers in Mombasa District.
- Training for 417 primary school teachers from 59 primary schools and 222 pre-school teachers from 129 pre-schools in child-centered methodologies, facilitating transition to primary school and facilitating inclusion of vulnerable children in the classroom environment.

North Eastern Province

This quarter, EMACK formalized Letters of Understanding (LOUs) with four new partners in the North Eastern Province (NEP). Their efforts focused on mobilizing community members, training SMC members and building the capacity of teachers.

Highlights from the quarter include:

- Eleven community meetings/workshops for 599 participants on ECD, community involvement in education, transition, resource mobilization and issues facing pastoralist communities
- A campaign with nine community members and teachers from four pre-schools to increase access to education for girls: 15 girls and six boys enrolled in the pre-schools.
- Donation of trophies and public relations materials to MOEST Garissa District Education Awards Day.
- One-week workshop for 20 DICECE Garissa officers, TAC tutors and other education officers on facilitation skills and SMC training design.
- 70 SMC members from 15 schools trained on school management, legal framework, finance, SMC roles and responsibilities, school development planning and need prioritization.
- Training for 20 teachers from ten targeted schools on strengthening girl's participation in school, community education on the importance of sending girl children to school, and promoting collaboration among girls.

III. PROJECT SUMMARY

EMACK is a two-year project through which USAID/Kenya supports the Government of Kenya's (GoK) explicit interest in expanding educational opportunities for children living in the Coast and North Eastern Provinces (NEP) of Kenya. Marginalized by the chronic impoverishment, water scarcity and recurrent famine endemic in this area, these children have traditionally fared less well than others in terms of their educational achievement.

EMACK's broad goal is to improve educational opportunities for marginalized children in the Coast and North Eastern Provinces. EMACK seeks to improve primary access and retention rates by (a) increasing community and parental involvement and participation in

all aspects of school life; (b) improving coordination and dialogue among stakeholders that contribute to and inform community, district, and provincial education plans; (c) improving pre-school resources and teachers' capacities so that children entering primary school are better prepared academically and socially; (d) improving the teaching and learning environment in primary schools to provide higher quality education given the challenges of crowded classrooms; and (e) improving the well-being of vulnerable children so that they can take advantage of existing educational opportunities.

IV. TECHNICAL ACTIVITIES DURING REPORTING PERIOD

Coast Province

In the Coast Province, EMACK's goal is to strengthen a whole-school strategy to creating a lower primary school learning environment in which parents support, children enjoy, and teachers facilitate a quality education for all who attend.

Sub-objective 1: Develop community capacity to support effective educational programming for the target population.

Community Mobilization and Parent Education

This quarter, CRSP expanded its target area to reach ten additional pre-schools. Initial activities in these communities focused on raising community awareness of ECD and its importance, and facilitating school development planning sessions. During the quarter, CRSP carried out a participatory process with 938 community members from eight of the ten new communities to develop school development plans (SDPs). The two remaining new communities will develop SDPs next quarter. CRSP facilitated community awareness sessions on ECD in nine of the ten new schools and four existing schools reaching 917 community members. During follow-up visits with the communities, CRSP observed the following:

- Increasing pre-school enrollment from 52 to 60 pupils in one of the schools visited;
- Community members taking initiative to gather stones, sand and other local materials to improve or strengthen the pre-school structure;
- Pre-school teachers consulting primary school teachers on producing teaching and learning materials;
- Integration of SMCs from the pre-schools attached to primary schools into the primary schools' SMCs; and
- Two attached pre-schools, previously located outside of the school compound, have built structures inside the primary school compound and one primary school classroom has been donated for pre-school classes.

This quarter, KENSIP facilitated four meetings for parents and community members. Three of the four meetings, each with approximately 300 participants, served to promote community involvement in education within their village. Parents were advised to form

personal relationships with their children's teachers and parents and community members were encouraged to participate in school-sponsored activities and to provide support to the school when opportunities are made available. A fourth meeting focused on increasing school enrolment and promoting regular attendance. The Area Chief and Assistant Chief attended and pledged to assist teachers in following up with parents of students with poor school attendance.

Community Para-professional Training

MRC carried out a one-day workshop for 56 Community Resource Team (CRT) members from 43 pre-schools on independently coordinating and facilitating community meetings and parent education sessions. This initial session, focused on community mobilization, covered methods for mobilizing resources and proposal writing. Once back in their communities, CRTs will identify additional resource persons and strengths. MRC will conduct quarterly follow-up focus group discussions next year on community goals and strategies for attaining them. Future training sessions will focus on carrying out community education sessions on nutrition, child development and parenting, among other things.

For 16 Community Resource Persons (CRPs) trained last quarter, CRSP conducted a follow-up meeting to share experiences and challenges as all of the CRPs had carried out at least one community education session covering topics including health and nutrition, HIV/AIDS, children's rights, gender equality, and environmental conservation. A CRP committee was created to oversee and coordinate CRP activities and create a monitoring checklist. In the coming quarter, CRSP will facilitate exchange visits between CRP communities to share ideas and consult on challenges.

SMC Capacity Building

This quarter, MRC completed a two-day continuation training workshop for 36 SMC members from five new schools and for 45 new SMC members from 12 graduated schools. DICECE Kwale also carried out three five-day SMC trainings for 90 SMC members from 44 schools. DICECE Mombasa carried out one five-day SMC training for 36 SMC members from ten schools. Training included school financial and administrative management, proposal development and project management. Each SMC developed an action plan. Each partner will follow up and use the SMC functionality checklist to see whether or not the new skills are being used.

During the quarter, MRC held community meetings to provide additional technical support to four poorly performing SMCs from MRC-graduated pre-schools. Problems addressed include poor school maintenance, low enrolment, inadequate fee collection, low teacher morale and incohesive SMCs. Each community agreed on a plan to address the issue and MRC will follow up in the coming quarter to verify that the community followed through on its commitment.

To strengthen the capacity of SMC members and to promote sustainability of the pre-schools using income generating activities (IGAs), MRC coordinated a study tour for 20 pre-school SMC members to Kwetu Training Center in May. The participants visited the

organic farming department as an introduction to honey farming, the Neem processing department, where they were introduced to Neem tree products, and the food processing department, where they were shown methods for processing and preserving food. Participants reported that they are enthusiastic about what they saw and are excited to see that they could undertake such activities; they pledged to coordinate community meetings to share what they learned and to assess the interest in undertaking income generating activities.

During the quarter, MRC Community Development Officers carried out 35 visits to the five new EMACK-supported MRC pre-schools where they followed up on proposals and progress on EMACK small grants, children received health services, addressed concerns expressed by SMC and community members and monitored project impact. See the information under corresponding sub-objectives for more specifics.

Small Grants

During the quarter, EMACK received 28 small grant proposals for classroom furniture, learning resources, playground equipment and small infrastructure construction/renovation (APDK=1, MRC=10, CRSP=4, KENSIP=6 and DICECE Mombasa=7). Eighteen of the proposals have been approved, for a total of 44 small grants to date. Nine EMACK small grants were successfully closed out this quarter; SMCs submitted final financial and narrative reports and other EMACK monitoring requirements were met.

The small grant program for schools is designed to improve the learning environment for students. EMACK has seen a wide range of affects beyond its expectations. For example, the benefits of the small grants projects extend beyond the school receiving the grant -- primary school students use ECD center latrines and vice versa, Koranic classes hold sessions in newly-built classrooms and children in the community enjoy new playground equipment; the enthusiasm and sense of purpose of some SMCs have been renewed; community members, even those who are childless, have been mobilized to actively support education through small grant projects, and pre-school SMCs report that the new infrastructure makes the school more attractive to parents and students, and enrollment is expected to rise, increasing the sustainability of the pre-schools that rely on student fees. The table summarizes projects supported by EMACK grants.

EMACK COAST PROVINCE GRANT ACTIVITY* SUMMARY				
ACTIVITY	DISTRICT			
	KILIFI	KWALE	MOMBASA	TOTAL
Classroom Construction/Renovation	3	19	12	34
Classroom Furniture	0	1	4	5
Playground Equipment	2	2	2	5
Water and Sanitation Facilities	1	1	4	6
Total	6	23	22	51
*Some grants support multiple activities.				

Sub-objective 2: Enhance the capacity of the MOEST to better respond to the educational needs of marginalized populations.

Acknowledging Outstanding Teachers

This quarter, EMACK, in collaboration with the MOEST, introduced a competition called “Heroes and Heroines” in two educational divisions in Mombasa to honor pre-school and lower primary (plus Standard 4) public school teachers who have displayed extra creativity and care. Head teachers were invited to nominate one teacher from their school who:

- Possesses a unique ability to make the learning experience enjoyable for students;
- Goes the extra mile to involve students in the learning process;
- Is involved in children’s welfare in and outside the classroom;
- Has affected a significant or notable change in children despite challenges.

EMACK received 28 nominations for four pre-school teachers from four pre-schools and 24 primary school teachers from 16 primary schools. A panel comprised of EMACK, KENSIP, DICECE Mombasa and MEO staff identified six winners, three from each participating division. A certificate of excellence and 1st, 2nd, and 3rd place prizes -- teaching and learning materials valued USD125-195 -- were presented at an award ceremony at the end of the quarter at Ganjoni Primary School in Mombasa. In EMACK interviews, one of the winners said “I’ve never received recognition like this before. The learning materials will go a long way for making learning more interesting for my pupils. God bless the hands of EMACK.” Another award recipient reported “My three children are so proud and overjoyed at their mum’s performance”.

Action Research

With EMACK support, the MEO is carrying out a research project in 30 schools in Mombasa Municipality to determine if large classes resulting from FPE have negatively impacted the quality of education and student performance in lower primary school. Half the schools have average lower primary classes sizes of more than 80 children and half have fewer than 40. A test will be developed and administered to a sample of Standard Three students (the first FPE class), assessing reading and math competencies. The results from the two sections will be compared and presented in a report to EMACK in the coming quarter. Teachers and Head Teachers will also be given a questionnaire.

Sub-objective 3: Support teachers to better address the needs of the target populations in the classroom including teacher training and curriculum development.

In the Coast Province, EMACK focuses on three teacher-training areas:

1. **Child-Centered Pedagogy** is promoted in a) pre-schools to strengthen children’s educational foundation and prepare them for primary school; b) primary schools to help teachers work with large classes and make it easier for children to make the transition from pre-school to primary school teaching approaches; and c) Koranic schools by training *maalims* who traditionally teach by rote memorization.

2. **Vulnerable Children** are assisted by building teacher capacity to address children with disabilities and learning difficulties, and by promoting tolerance in the classroom.
3. **Transition to Primary School** is facilitated by working with pre-school teachers and primary school teachers to develop creative approaches to making the transition from home or pre-school to primary school less stressful, thereby increasing primary school retention. Examples of approaches introduced include sharing of curriculum between pre-school and primary school teachers, primary school visits by pre-school students and use of child-centered teaching methodologies in lower primary school classrooms.

Promoting Child Centered Pedagogy

OVER-ENROLLED SCHOOLS INITIATIVE DICECE Mombasa, June 30, 2005

Since the declaration of FPE in 2003, basic education in Kenya has changed dramatically. Over 1.3 million children have entered school since 2003 and some government classrooms house 100+ children of varying ages and abilities. The situation challenges teachers and students alike. In October 2004, EMACK commissioned a study to identify challenges that teachers face in large classes: class administration and management; space; lack of teaching/learning materials; and assessment were cited as the major challenges.

In response, EMACK partnered with DICECE Mombasa and other MOEST staff to pilot in 12 Mombasa primary schools a Multi-Pronged Approach that includes training for teachers, school heads and SMCs, small grants to SMCs for infrastructure improvements, and parent involvement. Sixty-six pre-school and lower primary school teachers and school heads from six primary schools participated in a six-day residential workshop in April on: 1) school and classroom management; 2) teaching/learning materials; 3) marking/assessment; and 4) strategies for teaching large classes. In June, two one-day sessions were held to share what had been learned and to introduce new ideas. Participating schools report the following:

Improved teacher attitude: When a new pupil joins a class, the teacher welcomes him or her positively, rather than grudgingly, as was the case in the past.

Implementation of a mini-multi-shift system for Classes 1-3: Half the class comes from 8-11 and the rest come from 11-2. Desks can be brought back into the classrooms and pupils get more attention.

- Replacing ineffective SMCs by electing a new, more committed group.
- Increased teacher confidence to hold meetings with parents and the SMC.
- Visits by teachers to parents of chronically absent pupils.
- Improved attendance since using songs, poems and teaching/learning aids.
- Peer marking and tutoring to support weaker pupils.
- Use of mixed ability grouping.

Participants report that they feel reborn, that the training has made them better teachers, relieved a great deal of the burden of teaching large classes; and given them the courage to tackle the challenge. A second teachers' workshop for the remaining six over-enrolled schools in the target area is planned for August.

KENSIP is piloting a second approach to helping teachers deal with large classes by training them in cooperative learning methodologies. In March, KENSIP employed its step-by-step guide to train 20 teachers from 11 primary schools in cooperative learning

methodologies and followed up a quarter later with all 20 teachers to assess the use of the method. Each teacher was observed for 30 minutes and a focus group discussion was held in each of the two clusters to consolidate challenges and success. Teachers generally excelled in using questions and answers, praising good behavior, giving clear instructions and using songs, poems and dance and need improvement in using formal and informal grouping and varied grouping methods and assessing groups. Teachers will be observed once more before mid-August, after which a teachers' meeting will be held to assess lessons learned and make recommendations for revising the guide.

The results of both pilots will be documented so that promising practices can be used in other schools experiencing similar challenges in the Coast and North Eastern Province. The incoming Education Specialist will design the dissemination strategy.

In its first EMACK-supported endeavor, DICECE Kilifi facilitated a five-week pre-school teacher training course for 30 teachers from 24 pre-schools in Kilifi District who had earned below D+ in the Kenya National Examinations. The training is designed to increase their capacity so that they qualify to join the in-service DICECE Kilifi program. Training covered community mobilization and material development, health and nutrition, music, language, child development and mathematics.

CRSP supported five primary school teachers and 16 pre-school teachers to attend a four-day DICECE Kwale training on play and learning material development. Teachers were introduced to methods for using locally available materials to create stimulating indoor and outdoor play and learning materials. Pre-school teachers have since worked to recruit parents and other community members to assist in the material development process which reduces the burden on the teacher and engages the community to take an active interest in education. Four pre-school teachers have been successful to date.

Thirteen teachers from the five new EMACK-supported MRC pre-schools continued their two-year training course this quarter on health promotion, parent education, special needs, mathematics, religion and environment. MRC also provided participants with an opportunity to identify areas for further training: integration of religion into other subjects, maintaining feeding and health program records, planning activities for children and managing a mixed ability class. These topics will be incorporated into next quarter's continuation training. The teachers also participated in seven planning sessions this quarter at which they shared materials and ideas and discussed the value that Islam places on education and methods for integrating Islamic principles into various curriculum areas. MRC Community Development Officers made 35 visits to pre-schools to follow-up and support teachers and SMC members in their targeted communities. Teachers also participated in two spiritual input meetings, which are usually held once or twice each term, at which MRC picks a topic related to education or ECD and the teachers discuss the Islamic perspective, and the discussion focuses on incorporating Islamic principals into the presentation to the students on the issue in question.

DICECE Kwale undertook two one-week teacher refresher courses for 60 teachers from 43 pre-schools who had not received formal training in more than a decade to strengthen

and update their teaching skills. CRSP also conducted a five-day pre-school teacher refresher course for 14 pre-school teachers.

MRC also carried out a four-day refresher course for 53 teachers from 33 graduated pre-schools covering:

- Transition: Methods for facilitating the transition to primary school taken from prior MRC experience and from the workshop conducted last fall by Lorie Brush of the American Institutes for Research (AIR).
- Tolerance and Anti-Bias: The types of bias and the reasons for them that can occur in the classroom, how it feels to be stigmatized, and a teacher's role in promoting anti-bias.
- Teaching Multi-Grade Classes: Challenges in multi-grade (mixed-ability) classes and strategies for handling them.
- Science: An area covered since the MRC lead researcher discovered that most MRC pre-schools neglect science.

Teachers were instructed to organize transition visits for their pupils to neighboring primary schools. MRC Community Development Officers will follow-up to verify that the visits are taking place. Participants were also instructed to assess their classroom environment for tolerance and bias.

During 35 site visits, MRC monitored the five new EMACK-supported schools this quarter and noted:

- Most schools now have four well-resourced, labeled basic learning areas – home, creative materials, building blocks, and reading.
- Increased use of grouping methods and teaching/learning aids by teachers.
- Improved teacher confidence and increased participation.
- Following basic hygiene practices – washing hands before and after meals, and after using the toilet.
- Children's involvement in tasks -- arranging activity areas and serving porridge.

Assisting Vulnerable Children in the Classroom

The Association for the Physically Disabled of Kenya (APDK) initiated its first EMACK-supported trainings this quarter for teachers and house mothers in Mombasa, Kilifi, Kwale and Malindi Districts. A total of 107 primary school teachers from the four districts from mainstream and special schools participated in the two-day training. The program covered methods for promoting tolerance and anti-bias in the classroom and skills for assisting children with physical and learning disabilities. APDK will provide two more days of training in August on more practical skills for helping disabled children participate more actively in their classrooms. During the quarter, APDK held ten sensitization sessions for 109 primary school teachers from ten primary schools in Mombasa, Kilifi, Kwale and Malindi Districts to demonstrate the challenges facing students with disabilities, and how teachers can create a supportive, inclusive classroom environment. Participating teachers report greater confidence in dealing with disabled children in the classroom and helping those without disabilities to empathize.

House mothers are primary caregivers for disabled students at special schools with boarding facilities. APDK has found, however, that they have very little if any training. In response, APDK trained thirty-eight house mothers from mainstream schools (with integrated special units) and special primary schools in the four districts participated during one-day so that they can build confidence and independence in disabled children and better understand the challenges that these children face daily. The training therefore focused on activities of daily living and sensitization to help build empathy among house mothers who will receive an additional day of training in September.

APDK will follow-up with the teachers and the house mothers that participated in the training in July. APDK will use an observation tool developed with assistance from EMACK to determine how many house mothers have implemented a training module presented during training -- an activity and a discussion to be carried out with students to promote tolerance in the classroom. During follow up, APDK will use the number of teachers who carried out this activity as an indicator of the effectiveness of the training. For house mothers, APDK will inspect dormitories and discuss questions and challenges implementing the training.

This quarter, through the Educational Assessment Resource Services (EARS), KENSIP facilitated two special needs workshops for 39 SMC members and 30 head teachers, deputy and senior teachers from 11 primary schools. The workshop introduced the obstacle that special needs pose for children's ability to learn in the classroom. KENSIP found that participating teachers had very little prior understanding of special educational needs and limited contact with or knowledge of services provided by EARS. The workshop established ties between primary schools and EARS increasing the likelihood students with special educational needs are more likely to be assessed and their needs responded to.

KENSIP had facilitated a similar EARS training the previous quarter that allowed teachers, in collaboration with the Child-to-Child (CTC) club members and SMC members, to identify approximately 300 children with special educational needs in and out of school in the Mariakani Cluster communities. EARS staff from Kwale District will assess these children next quarter to determine the nature and extent of their needs after which teachers will be advised on integrating them into school; parents of out-of-school children will learn how and where their child can receive an education, and referrals will be made where necessary.

MRC carried out its third workshop for 25 teachers of 11 graduated schools on identifying and caring for children with learning and behavioral difficulties, concentrating on physical and mental development between 0-6. The same teachers embarked on a field trip to Doulos, the floating bookshop, to see the wide array of ECD books to get ideas for making their own books and other learning materials.

Facilitating a Smooth Transition to Primary School

This quarter, MRC, in conjunction with the Teachers' Advisory Center (TAC) and DICECE, conducted a two-day workshop for 71 primary school teachers and SMC

members from 15 primary schools in Kwale and Kilifi Districts to share methods on making a good transition to primary school and to give some basic Special Needs Education (SNE) training. Teachers learned methods that could be integrated into their everyday lessons and stand-alone activities that require lengthier classroom sessions. Participating SMC members were briefed on the roles they can play in facilitating transition and encouraged to support teachers endeavoring to carry out such activities.

Participants were very receptive to the ideas: “This workshop has been an eye opener on overall child development”. Some participants found the workshop to be the best they had ever attended. MRC will follow up with each school to plan more intensively for interventions to promote smooth home or pre-school to primary transition.

KENSIP carried out two transition workshops. The first, for 28 SMC members from eight primary schools, outlined how parents and community members can be involved in making transition less stressful for children. The second workshop targeted 22 lower primary school teachers and 8 pre-school teachers from eight primary schools with attached pre-schools. The SMC members will discuss with the primary and pre-school’s teachers to determine the greatest transition challenges. The two groups will then plan for and call parents meetings to share and implement methodology and action plans.

Sub-objective 4: Maximize project impact by sharing lessons learned, opportunities for replication and improving the capacity of partner personnel.

Advocacy Efforts

EMACK supported CRSP and the Coalition for the Promotion and Development of the Child (COPDEC) in the Coast Region in collaboration with World Vision, in planning a Day of the African Child event to commemorate the 1976 massacre of children demanding equal rights in South Africa. Over 3000 people from other NGOs -- Plan Kwale, Action Aid, UNICEF -- several ministry representatives from the Ministry of Culture and Social Services (MoCSS) and the general public attended. Orphans, Our Collective Responsibility was addressed by skits and other dramatized presentations, with a focus on HIV/AIDS. MOE provided free health services, APDK gave free assessments and the MOEST set up a model ECD classroom.

COPDEC hosted the Children’s Parliament in Mombasa this quarter, a lobbying group formed by children in 2000 to address national matters of concern to children. Their direct access to the National Assembly situates them well for pushing for the creation and implementation of policy and other support for ECD.

COPDEC invited the Children’s Parliament to Mombasa for three days to discuss the prospects of establishing a Coast Province branch that would engage in public debates and participate in other media events to promote COPDEC’s agenda. Baraka FM broadcast the visit during which the Children’s Parliament and COPDEC were introduced. At a meeting with a Mombasa advocacy group the Children’s Parliament appealed for advocacy on issues concerning children and education, and COPDEC and the Children’s Parliament developed a LOU agreeing to the creation of a Children’s Parliament Coast Province by the end of 2005.

Improving Partner Capacity and Coordination

EMACK coordinated a quarterly meeting for partners to report on new or interesting initiatives and to identify areas for potential collaboration or information sharing and overlap or duplication. Following the meeting, EMACK began to carry out internal evaluations of partners and project interventions. The review of the small grants program, and APDK and KENSIP's CTC intervention were especially challenging as they questioned the quality of interventions, bringing forward concerns about the clarity of objectives, and the quality and consistency of the training and the diligence of follow-up. EMACK agreed to continue funding with some stipulations, including a review of training plans, a commitment to follow-up, and EMACK quality monitoring visits to training participants.

Sub objective 5: Increase the chances for success in school for vulnerable children.***Health Interventions***

Under the aegis of the Ministry of Health (MoH), CRSP facilitated Vitamin A supplementation in 18 pre-schools for 721 children. The communities from which these children come, especially those in remote areas, need additional immunizations, deworming and management of minor ailments.

Child-to-Child Activities

One-hundred ninety children from three primary schools attended two KENSIP CTC open days this quarter. Participants included CTC club members from pre-school through class eight, teachers, parents and other community members. Each club presented plays, songs poems, etc. to educate their fellow classmates and community members on key issues, such as HIV/AIDS, malaria, hygiene and transition. Participating pupils were awarded certificates at the event's end.

NEW EMACK INITIATIVE: PRE-SCHOOL FEEDING PROGRAM

Hungry children become easily distracted and find it hard to concentrate on their lessons. When food is available at school, hungry children do better. Indeed, attendance rates increase significantly with school feeding. WFP research shows that a school meal can help double enrollments in a year. Community members were concerned that many children attending EMACK-targeted schools go to school hungry. Two EMACK partners, MRC and CRSP* therefore embarked on initiatives to support community-based pre-school feeding programs that will benefit an estimated 806 children in 15 pre-schools. Before participating, communities must have a kitchen in place and where there was none, the SMC constructed one with community funds or with an EMACK small grant. MRC supplies communities with a mixture of cereals that makes a balanced meal when prepared, mugs, buckets, and trays to prepare and serve the porridge. The feeding program is carried out along with growth monitoring, deworming and Vitamin A supplementation. MRC supplies pre-schools with scales and tape measures, while MOH supplies pharmaceuticals and supplements. Each school records deworming and Vitamin A supplementation and pre-schools are encouraged to advise parents/teachers to start a fund to which students contribute Ksh 2 per day to sustain the effort. Because Bilharzia is prevalent in most communities, MRC is liaising with Aga Khan Health Services' Community Health Department (CHD) to screen and provide drugs and education to prevent future infections. Nearby lower primary school students will also be included.

*CRSP will begin its EMACK-supported feeding program in the coming quarter.

North Eastern Province

Sub objective 1: Increase community and parental participation in all aspects of school life.

This quarter, EMACK supported the Pastoralist Development Organization (PDO) to conduct five one-day community meetings at five pre-schools for 375 participants to introduce EMACK and PDO and to mobilize communities future PDO activities. Four subsequent community awareness and planning meetings were held with 99 SMC members, elders, chiefs and local leaders from the same communities (one joint community meeting was held) where the following was presented:

- Transition issues: Two approaches were introduced: 1) developing pre-schools into feeder schools; and 2) encouraging community members to send their school-age children to Bura Boarding School.
- Community role: The SMCs were assigned numerous tasks to improve/maintain the pre-school learning environment: expanding fencing, digging pit for pit latrine, and caring for the donkey provided by EMACK.
- Harmonization of *Dugsi* and formal classes: Participants agreed that children will attend *Dugsi* from 5:00AM until 7:30AM and after mid-day. The students will attend secular pre-school between these times for 4.5-5 hours of secular education.

Finally, through PDO, EMACK provided three communities with a donkey and a cart to transport water from distant water sources to the pre-schools. The communities each contributed feed and labor to fetch the water and care for the donkeys.

Nomadic Heritage Aid (NOHA) began the quarter by conducting a public *Baraza* for approximately 100 community members to brief them on the project and desired interventions. NOHA subsequently facilitated a two-day seminar for 25 participants on education in Kenya, the rights of the child, pastoral education, including the pre-school/*Dugsi* mobile program strategy, and the community and government's role in education. At the seminar, one head teacher from a boarding school told the group that about 20 boarders did not return this term because of the drought. He praised the pre-school/*Dugsi* mobile program strategy and its reliance on community contribution, and said that these types of programs are essential to providing education to this group of children. Three clan *Dugsis* were identified to pilot the program. Clans with very few children will be clustered with others nearby.

The Pastoralist Young Girls' Initiative (PYGI) carried out two public events this quarter to commemorate Global Action Week and to commemorate the Day of the African Child (see success story).

Womankind Kenya conducted a meeting with nine community members and teachers from four pre-schools to plan for a campaign to increase girls' access to education. After the meeting, participants went door-to-door to speak with parents of pre-school-age girls

who were not enrolled in school, which resulted in the enrolment of 15 girls and six boys in the four pre-schools. Womankind Kenya also held meetings with four pre-school SMCs and parents to sensitize them on their roles and potential areas for involvement in promoting the well-being of the school. The groups were very receptive and agreed that the pre-schools have been neglected.

Sub objective 2: Improve coordination and dialogue among service providers that contribute to and inform district, provincial and national education plans and policies and maximize the effective use of scarce resources.

The MOEST held its first Garissa District Education Awards Day this quarter. EMACK provided seven trophies and PR materials, including posters, banners and stickers. The trophies were awarded to the Best Integrated Primary School, the Best Girl's Primary School, the Best Girls' Primary School in Mathematics, the Best Public ECD and the Best Private ECD. The attendance of dignitaries, including the Minister of Education, Science and Technology and the Assistant Minister for Water Recourses, underscored the significance of children accessing education and the importance of the quality of education as it directly effects transition and retention.

Sub objective 3: Build human resource capacity and improve small-scale infrastructure to help meet educational needs identified at the provincial and district levels.

Several interventions were undertaken to build the capacity for and improve the delivery of education services.

- Ministry of Education Science and Technology (MOEST): Dr. Lorie Brush of the American Institutes for Research (AIR) conducted a one-week workshop for 20 DICECE Garissa officers, TAC tutors and other education officers was conducted on facilitation skills and SMC training design. An SMC manual appropriate to the NEP context was produced from the workshop and used in subsequent DICECE Garissa SMC trainings.
- School Management Committees (SMCs): A total of 70 SMC members from 15 schools participated in a three-day DICECE Garissa SMC training. The training employed the manual developed at Dr. Brush's workshop and focused on school management, legal framework, finance, SMC roles and responsibilities, school development planning and need prioritization. SMCs will be supported to apply for small grants to support school infrastructure improvements identified through needs prioritization. This marked the first training ever for the SMC members and many expressed their appreciation of the ideas and methods presented and reported a positive shift in their attitude towards their responsibilities.
- Pre-school Teachers: Thirty-one untrained pre-school teachers from 30 pre-schools participated in three-weeks of training by DICECE Garissa. Teachers had already participated in one week of the five-week training last quarter and will complete the

final one-week of training next quarter. DICECE Garissa will make follow up field assessment to measure impact.

- Primary School Teachers: During the Global Action Week (GAW) event, 30 teachers were trained on the Millennium Development Goals (MDGs), Universal Primary Education (UPE) and Education for All (EFA), discussed these issues in depth, along with the effects of Kenya's declaration of FPE on their schools and classrooms.
- New EMACK Partners: EMACK staff conducted workshops for new NEP partners on USAID rules and regulations, project monitoring and evaluation requirements and report writing. A follow-up visit was made to each partner by the EMACK Project Accountant to ensure that the partner's accounting systems are up to par.

Sub objective 4: Identify and address the unique educational needs of pastoralist children by exploring viable approaches to providing them with relevant educational opportunities.

During the quarter, EMACK solidified plans for a consultancy on engendered sanitation in primary schools to:

1. Sensitize key opinion leaders and train partners and other relevant stakeholders on promoting gender sensitive sanitation facilities in primary schools;
2. Assist relevant partners to design culturally sensitive, acceptable programs to prepare girls in primary school to manage the growing up process to help them stay in primary school; and
3. Advise relevant partners on building infant-friendly toilets appropriate for pre-schools.

The consultant will rapidly assess attitudes of opinion leaders and stakeholders in the project area towards engendered sanitation, train EMACK partners and other stakeholders on providing appropriate sanitation facilities, train PYGI members to conduct a program for mothers on how to educate their daughters about the growing-up process and report on recommendations.

Sub objective 5: Increase the chances for success in school for vulnerable children.

This quarter, the Pastoralist Young Girls' Initiative (PYGI) began its efforts to promote girls' education in ten Garissa District schools with low girls' enrollment or all girl populations. The program will use role models and initiate girls' forums to promote a girl-friendly learning environment and girls' participation and retention in school. During the quarter, PYGI held training for 20 teachers from the ten targeted schools. Teachers were trained to increase girls' participation in school, community education on the importance of sending girls to school and promoting collaboration among girls. Teachers were also educated on conducting needs assessments, processes for establishing and sustaining girls' forums, networking among forums and monitoring and evaluating forum

activities. PYGI also identified 20 women at the national, district and community level to act as role models.

V. MANAGEMENT ISSUES

Dr. Deborah Glassman, EMACK Project Manager, AIR, visited project activities in both sites extensively to give technical oversight, particularly to the efforts in the NEP. She met with all partners and traveled to visit sites and to meet with sedentary and traditional pastoralist communities; she also attended the training in the NEP.

Staff transition this quarter included the Chiefs of Party (COPs), who leave in early July, a new COP who reports in mid-July, and the Coast Field Coordinator and Education Specialist.

New partnerships were formalized this quarter. In the NEP, LOUs, workplans and budgets were approved for four new partners: Nomadic Heritage Aid (NOHA), Pastoralist Young Girls Initiative (PYGI), Pastoralist Development Organization (PDO) and Womenkind Kenya. Negotiations are underway with Women Concern Kenya and program activities are expected to begin in early July.

In the Coast Province, an NGO that focuses on OVCs is being sought.

Terms of Reference (TOR) for the Mid-Term Evaluation (MTE) were developed this quarter and the evaluation team is being recruited.

VI. CHALLENGES

EMACK achievements in both provinces have exceeded projections. However, challenges continue with partners' capacity to accurately plan for program implementation and expenditure of funds. Partners typically request more funds than they can spend in a given quarter, which raises questions about the burn rate. Partners in the Coast Province consistently overestimate how much they will achieve in a quarter. In the NEP, where activities have just begun, most partners are young local CBOs/NGOs for which EMACK funding and programming is a significant increase from their previous levels. Their ability to effectively meet the deliverables committed to in their workplans and expend budgeted funds will be a challenge.

Responding to the challenge:

Early in the project, EMACK

1. Expanded the numbers of partners and the types of activities funded (*i.e.* feeding programs) to allow partners wider scope;
2. Doubled the size of the small grants program to meet critical infrastructure needs, which is a high priority at the schools. The onus of preparing the proposal and carrying out the activity is on each SMC, which means that SMCs come to resemble EMACK implementing partners;

3. Provided regular mentoring, training and support for the younger NGOs, particularly in the NEP, to enable them to effectively administer and implement programs in compliance with USAID guidelines' and
4. Taking on a direct implementation role in selected areas (*i.e.* over-enrolled schools initiative, provision of quick impact grants) to ensure that critical interventions are undertaken.

These changes and continued aggressive follow-up will ensure that EMACK will use its budget and that the burn rate reflects project expectations.

ANNEXES

Annex 1	EMACK Plans for Quarter 3, 2005
Annex 2	Success Story: Global Action Week Event Held in Garissa District, NEP
Annex 3	PMP Results Framework
Annex 4	EMACK Fact Sheet
Annex 5	Additional Resources Available

Annex 1
EMACK Plans, Quarter 3, 2005

COAST PROVINCE		
FOCUS	PARTNER	INTERVENTION
Sub-objective 1: Develop community capacity to support effective educational programming for the target population.		
COMMUNITY MOBILIZATION	CRSP	<ul style="list-style-type: none"> Facilitation of five school development plans
COMMUNITY PARA-PROFESSIONALS/PARENT EDUCATION	CRSP	<ul style="list-style-type: none"> Five-day training for 38 CRPs 27 CRP-conducted parent education sessions on issues related to health and education
	MRC	<ul style="list-style-type: none"> Two 1-day workshops for 129 CRT members from graduate schools and four 2-day workshops for 15 CRT members from five new schools Follow-up visits and focus group discussions with 48 CRTs
SMC TRAINING	MRC	<ul style="list-style-type: none"> Four 2-day workshops for 25 new SMC members from five new schools and 60 new SMC members from graduated schools Meetings with six weaker SMCs to strategize around methods for improving school management
	CRSP	<ul style="list-style-type: none"> Five-day training for 40 SMC members from 10 schools
	KENSIP	<ul style="list-style-type: none"> 2 3-day workshops for 57 SMC members from 19 primary schools
SMALL GRANTS	MRC/CRSP/ KENSIP/ DICECE Mombasa	<ul style="list-style-type: none"> Award 20 new small grants and ensure the successful implementation and close-out of existing grants
Sub-objective 2: Enhance the capacity of the MOEST to better respond to the educational needs of marginalized children.		
FACILITATION SKILLS	KENSIP	<ul style="list-style-type: none"> 2-day workshop on facilitation skills for 20 MOEST officers
Sub-objective 3: Support teachers to better address the needs of the target populations in the classroom including teacher training and curriculum development.		
CHILD-CENTERED TEACHING	MRC	<ul style="list-style-type: none"> 3-day refresher course and subsequent follow-up with 108 teachers from 49 graduated schools
	DICECE Mombasa/ EMACK	<ul style="list-style-type: none"> Eight day training and follow-up visits with primary school teachers from six schools on improving management and increasing learning in over-enrolled schools

COAST PROVINCE		
FOCUS	PARTNER	INTERVENTION
	CRSP	<ul style="list-style-type: none"> Four 4-day trainings for 120 teachers on play and learning material development
	KENSIP	<ul style="list-style-type: none"> Observation of teachers from 11 primary schools who were trained in cooperative learning methodologies
TRANSITION	CRSP	<ul style="list-style-type: none"> Three-day training for 50 teachers on facilitating transition to primary school
ASSISTING VULNERABLE CHILDREN	KENSIP	<ul style="list-style-type: none"> 5-day residential workshop on SNE for 35 pre-school and primary school teachers
	APDK	<ul style="list-style-type: none"> Follow-up visits with 117 primary school teachers who were trained last quarter and second two-day training for the same Follow-up visits with 38 house mothers who were trained last quarter and second one-day training for the same Follow-up visits and monitoring of 109 teachers who participated in sensitization sessions last quarter
	MRC	<ul style="list-style-type: none"> Workshops for teachers from 11 graduate schools on identifying and caring for children with learning and behavioral challenges
Sub-objective 4: Maximize project impact by sharing lessons learned, creating opportunities for replication, and improving the capacity of partner personnel.		
ADVOCACY	COPDEC	<ul style="list-style-type: none"> Public debate on basic education and inclusion of ECD in FPE scheme Open air event in Mombasa town to formally launch COPDEC Formal establishment/launch Mombasa branch of the Children's Parliament
Sub-objective 5: Increase the chances for success in school for vulnerable children.		
FEEDING PROGRAM	CRSP	<ul style="list-style-type: none"> Feeding programs initiated in 10 pre-schools
HEALTH INTERVENTIONS	MRC	<ul style="list-style-type: none"> Provision of necessary materials and support to implement and monitor 15 pre-school feeding programs
	CRSP	<ul style="list-style-type: none"> Coordination of 10 health campaigns

NORTH EASTERN PROVINCE		
FOCUS	PARTNER	INTERVENTION
Sub objective 1: Increase community and parental participation in all aspects of school life.		
SMC STRENGTHENING	Womankind	<ul style="list-style-type: none"> Facilitation of pre-school SMC election in 4 communities
PARENT/ COMMUNITY EDUCATION	Womankind	<ul style="list-style-type: none"> Community discussion for 100 community members on shortfalls of the provision of education
	PDO	<ul style="list-style-type: none"> Community mobilization sessions around enrollment, pre-school management and school development planning for 5 pre-schools
Sub objective 2: Improve coordination and dialogue among service providers that contribute to and inform district, provincial and national education plans and policies and maximize effective use of scarce resources.		
ADVOCACY	PYGI	<ul style="list-style-type: none"> Girls' forum coordinated at 10 participating primary schools to discuss sexual exploitation, early marriages, school dropout, and issues unique to the girl child
STUDY TOUR	EMACK/ Womankind	<ul style="list-style-type: none"> Organize a study tour for 20 government/MOEST officials, SMC members, and teachers ECD programs in the Coast Province
Sub objective 3: Build human resource capacity and improve small-scale infrastructure to help meet educational needs identified at the provincial and district levels.		
INFRASTRUCTURE IMPROVEMENT	Womankind	<ul style="list-style-type: none"> Refurbishment of 4 pre-schools, construction of 4 pre-school classrooms and provision of 1 water storage facility
	PDO	<ul style="list-style-type: none"> Construction of 3 pre-school classrooms at 3 pre-schools
	NOHA	<ul style="list-style-type: none"> Construction of 9 portable toilets at 3 pre-schools
CAPACITY BUILDING	NOHA	<ul style="list-style-type: none"> 5-day DICECE Garissa refresher course for 6 pre-school teachers 5-day AMREF course on community health for 6 pre-school teachers
	Womankind	<ul style="list-style-type: none"> 2-day low-cost no-cost materials development course for 25 pre-school teachers 3-day teacher training on children's rights and the children's act for 40 participants 3-day teacher training on gender mainstreaming in schools for 21 participants
Sub objective 4: Identify and address the unique educational needs of pastoralist children by exploring viable approaches to providing them with relevant educational opportunities.		

NORTH EASTERN PROVINCE		
FOCUS	PARTNER	INTERVENTION
DUGSI/ECD PILOT	NOHA	<ul style="list-style-type: none">• Work with designated clans to launch mobile <i>Dugsi</i>/ECD pilot
FEEDING PROGRAM	Partner Orgs.	<ul style="list-style-type: none">• Facilitate school feeding program in 5 ECD centers
Sub-objective 5: Increase the chances for success in school for vulnerable children.		
HEALTH INTERVENTIONS	NOHA	<ul style="list-style-type: none">• Discussions with UNICEF and MoH around provision of immunization
PROVISION OF TEACHING/ LEARNING MATERIALS	NOHA	<ul style="list-style-type: none">• Provision of teaching/learning materials to benefit 90 children.

Annex 2

Success Story

EMACK Global Action Week Event Held in Garissa District, NEP

In partnership with the Pastoralist Young Girls Initiative (PYGI), the EMACK held a five-day Global Action Week event in Garissa District, which is located in the North Eastern Province of Kenya, from April 25-29, 2005. The five-day event was filled with activities aimed at promoting education in the province, with special attention paid to girls' education.

The event was launched by the Acting Director for Children's Services, Ahmed Hussein Ahmed. The Provincial Director of Education, the District Education Officer, the Director of the Kenya Alliance for the Advancement of Children's Rights, the Director of the Girl Child Network, and the Commissioner for Gender and Development were all in attendance.

Activities began at Umul-Salam Girls Secondary School, where dignitaries met with the school's teachers and head teacher to discuss pressing educational issues. From there, led by a scout band, the group of dignitaries, teachers, students and parents went to Garissa Primary School. Children carrying placards with messages supporting children's rights. At Garissa Primary School, visiting dignitaries spoke on children's right to education and school choirs and theatrical groups performed.

The following day, a teacher training on the Millennium Development Goals (MDGs), Universal Primary Education (UPE) and Education for All (EFA) was facilitated by PYGI. Participating teachers discussed these issues in depth and the effects of Kenya's declaration of Free Primary Education on their schools and classrooms. The teachers observed that the MOEST had not planned adequately for the inclusion of pastoralist populations in FPE. Sophia Abdi Noor, the Director of Womankind Kenya, closed the meeting, emphasizing that the number of girls in school in the province drops daily. She encouraged teachers to lobby parents on behalf of their daughters, to enroll and keep them in school.

On the third day of EMACK's Global Action Week event, children from several Garissa schools, led by a scout band and accompanied by their teachers and a District Children's Officer, walked to the Garissa Municipality Office. Five children spoke about and handed over a memorandum requesting more attention to and awareness of discrimination against girls in school, including the construction of girl-friendly toilets; support to homeless children; employment of ECD teachers by the Municipality; and safe drinking water for schools.

On the fourth day, a forum was organized for 30 women and female youth at which the women were briefed on the MDGs, UPE and EFA. The women discussed the issues, particularly their relationship to girls. During the long, lively discussion, the women expressed their pleasure at being given the opportunity to learn about and voice their concerns.

The week's activities were concluded at Mama Hani Children's Home, where PYGI coordinated a clean up. PYGI staff pooled their own resources to provide food supplies for the resident children, cleaning equipment and detergents.

The first of its kind in Garissa, EMACK's Global Action Week event mobilized and educated many in the province on education. Future EMACK-sponsored events will continue the momentum for education, especially for girls, bringing it to the forefront of community and policy-makers' agendas.

Annex 3
PMP Results Framework
ATTACHED SEPARATELY

Annex 4
EMACK Fact Sheet

ATTACHED SEPARATELY

Annex 5

Additional Resources Available

Reports

- Rapid Assessment of the Status of Pre-primary and Lower Primary Education in the North Eastern Province with a Focus on Garissa District
- Report on Study of Large Classes: Identifying and Supporting Effective Methods of Enhancing Teaching/Learning in Large Classes
- Impact of Free Primary Education on ECD in the Coast Province
- Partner needs assessment reports from KENSIP, CRSP, MRC
- Transition Workshop Reports
- Tolerance Workshop Report
- SMC Training Reports
- Madrasa *Maalim* Training Report
- ECD Teacher Refresher Training Reports
- Training of Trainers Large Class Size Workshop Report
- North Eastern Province Consultative Workshop Report
- DICECE Garissa Training Needs Assessment Report
- Community Resource Team Training Report from MRC
- Community Resource Person Experience-Sharing report from CRP
- Children's Parliament Visit Report from COPDEC
- Over-Enrolled Schools Initiative Teacher Training Report and Teacher Experience Sharing Report

Training Resources

- Step-by-step Guide for Teaching Large Classes in Kenyan Primary Schools
- School Management Committee Training Manual (Draft)
- Standard Operating Procedures for EMACK Partner Management of Small Grants Projects

Program M&E

- Tolerance Classroom Observation Checklist
- Transition Teacher Observation Checklist
- EMACK SMC Grant Monitoring and Evaluation Forms
- SMC Small Grant Monitoring Pictures
- Madrasa Evaluation Instrument (MEI)

Other

- Education in Pastoralist Communities (literature review)
- Annotated Bibliography of Resources on Education in Pastoralist Communities
- Community School Development Plans
- COPDEC General Assembly Meeting Report; Strategy Paper
- Newspaper Article on EMACK in the North Eastern Province